



Instructional Planning Center

201 East 38th Street
Sioux Falls, South Dakota 57105-5898
(605) 367-7900

Kent Alberty, President
Cynthia H. Mickelson, Vice President
Kate Parker, Member
Carly R. Reiter, Member
Todd Thoeke, Member

Dr. Brian L. Maher, Superintendent

January 3, 2019

VIA EMAIL

MuckRock News
Dept MR 65362
411A Highland Ave
Somerville, MA 02144-2516
65362-83048949@requests.muckrock.com

Re: Sexual Education Curriculum

To Whom It May Concern:

The Sioux Falls School District is in receipt of your open records request dated December 26, 2018.

A copy of the standard curriculum currently used for sexual education throughout the school district.

My response is below:

Attached are the pacing guide/scope & sequence for grades 5 through 12 Health, which includes sex education.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brian Maher".

Dr. Brian Maher
Superintendent of Schools

Encl.

Quarter 4	Grade 5
Health	

Alcohol, Drug, and Tobacco Use Health Performance Expectations

Essential Question: How does alcohol, tobacco and other drug use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals?

Essential Question: How does the media and the portrayal of role models/public figures impact the use of alcohol, tobacco, and other drugs?

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

<u>Learning Objective</u>	<u>Standards</u>	<u>Integrating</u>	<u>Resources</u>
Short and long term effects of alcohol, tobacco and other drug use Protecting oneself from the misuse of drugs Conflict resolution skills Media's impact on alcohol, tobacco, and other drugs	1A I can explain short and long-term effects of alcohol, tobacco, and other drug use, including social, legal, and economic implications. 1B I can identify positive alternatives to alcohol, tobacco, and other drug use. 1C I can differentiate between the use and misuse of prescription and nonprescription medicines. 2A I can analyze the influence of marketing and advertising techniques, including the	RIT.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RIT.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RIT.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RIT.5.7 Draw on information from multiple print or digital sources, demonstrating the	Alcohol, Tobacco, and Drugs (BKRM DRA 40 - 6 copies) Know the Facts About Drinking and Smoking (BKRM DRA 50 - 6 copies) Know the Facts About Drugs (BKRM DRA 60 - 6 copies) Health and Wellness (BKRM DRA 40 - 15 copies) p. 34-39 Refuse to Use (BKRM DRA 34 - 6 copies) Making Smart Choices About Cigarettes -eBook DRA 60 Talking About the Dangers of Alcohol - eBook DRA 38

Quarter 4
Fifth Grade

	<p>use of role models and how they affect use of alcohol, tobacco, and other drugs.</p> <p>2B I can analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.</p> <p>3A I can identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.</p> <p>4A I can use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.</p> <p>4B I can demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.</p> <p>5A I can analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.</p> <p>6A I can develop personal goals to remain drug free.</p> <p>7A I can practice positive alternatives to using alcohol, tobacco, and other drugs.</p> <p>8A I can practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.</p>	<p>ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RIT.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>I Can - disc (1 per bldg)</p>
<p>Assessment</p> <p>Explain how alcohol, tobacco and other drugs impact self and others</p>			

Quarter 4	Grade 5
Health	

Family Life and Sexuality (FLS) Health Performance Expectations

Essential Question: What are the physical, mental and emotional changes I will go through during puberty? What strategies can I use to take care of myself? Who can I safely go to for accurate answers to my questions?

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

<u>Learning Objective</u>	<u>Standards</u>	<u>Integrating</u>	<u>Resources</u>
Understand the physical, social, and emotional changes boys and girls experience during puberty	1A I can explain the structure, function, and major parts of the human reproductive system. 1B I can identify the physical, social, and emotional changes that occur during puberty.	RIT.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RIT.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RIT.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RIT.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RIT.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.4 Produce clear and coherent writing in which the development and organization are	Health and Wellness (BKRM DRA 40 - 15 copies) pages 4-11 Stress Less: Your Guide to Manage Stress (BKRM DRA 44 - 2 copies) School Nurse (set this up with the nurse - determining the appropriate time of the year) School Counselor
Understand the structure and function of the male/female reproductive systems	1C I can recognize that there are individual differences in growth and development, physical appearance, and gender roles.		
Explore strategies to manage emotional and social issues associated with puberty	1D I can recognize that everyone has the right to establish personal boundaries. 1E I can recognize that friendship, attraction, and affection can be expressed in different ways.		

Quarter 4
Fifth Grade

<p>Learn strategies for taking care of oneself (nutrition, physical activity, hygiene)</p> <p>Identify resources for support from home, school and family</p>	<p>1F I can explain that puberty and physical development can vary considerably and still be normal.</p> <p>1G I can identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).</p> <p>2A I can explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.</p> <p>2B I can discuss how changes during puberty affect thoughts, emotions, and behaviors.</p> <p>3A I can recognize parents, guardians, and other trusted adults as resources for information about puberty.</p> <p>3B I can differentiate between reliable and unreliable sources of information about puberty.</p> <p>4A I can use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.</p> <p>4B I can demonstrate refusal skills to protect personal boundaries.</p> <p>5A I can identify the importance of identifying personal boundaries.</p> <p>6A I can identify steps to achieve and maintain a healthy and accurate body image.</p> <p>7A I can engage in behaviors that promote healthy growth and development.</p> <p>8A I can support and encourage safe, respectful, and responsible relationships.</p>	<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
---	---	--	--

Assessment

NA

Personal & Consumer Health Performance Expectations

Essential Question: What are important behaviors I should practice to maintain and promote good health?

Essential Question: What resources are available in my community to help me maintain and promote a healthy lifestyle?

Essential Question: How can I, as a member of the global community, use technology safely, ethically, and responsibly?

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

<u>Learning Objective</u>	<u>Standards</u>	<u>Integrating</u>	<u>Resources</u>
Personal Health Habits: Sleep	1A I can identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand-washing, hearing protection, and toothbrushing and tooth flossing.	RIT.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RIT.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Health and Wellness BKRM DRA 40, Sleep Lesson Plan from Kids Health: http://kidshealth.org/classroom/3to5/body/functions/sleep.pdf
Personal Health Habits: Sun Safety	1B I can explain how viruses and bacteria affect the immune system and impact health.	RIT.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Other resources from Kidshealth.org - Staying Healthy
Personal Health Habits: Ear Protection	1C Describe the personal hygiene needs associated with the onset of puberty.	RIT.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	What to Do if You Can't Sleep Why Do I Need to Sleep? Nightmares Why Do I Yawn? Time for Bed?
Personal Health Habits: Toothbrushing/flossing	1D I can define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).	RIT.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
Personal Health Habits: Ergonomics (the discipline of arranging the environment to fit the person in it	1E I can identify ways to keep technology (cell phones, internet, gaming, social networking) useful and safe.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Resources from Kidshealth.org - Staying Healthy - How to Be Safe When You're In the Sun Taking Care of Your Skin

Quarter 4
Fifth Grade

<p>Identify internal and external influences on health - including family lifestyle (diet, exercise); healthy relationships; and emotional health</p> <p>Demonstrate the ability to advocate for personal, family, and community health.</p> <p>Immune System (viruses & bacteria)</p> <p>Life Threatening Situations - Asthma Attacks, Heart Attacks, Poisoning</p> <p>Demonstrates how to gather valid and reliable health information from a variety of sources (print, internet, community resources)</p> <p>Locate and evaluate the functions of community agencies and healthcare professionals.</p> <p>Know when to seek help for health related problems and emergencies</p> <p>Promote a healthy lifestyle</p> <p>Internet/Safe Social Networking-including cyberbullying</p>	<p>2A I can identify internal and external influences that affect personal health practices.</p> <p>2B I can identify unsafe situations when using technology (cell phones, internet, gaming, social networking).</p> <p>3A I can locate and evaluate sources of information about personal health services.</p> <p>3B I can identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).</p> <p>3C I can identify sources of valid information about technology safety.</p> <p>4A I can use effective communication skills to seek help for health-related problems or emergencies.</p> <p>4B I can safely use technology.</p> <p>5A I can use a decision-making process to determine personal choices that promote personal, environmental, and community health.</p> <p>5B I can use a decision-making process to determine when medical assistance is needed.</p> <p>5C I can use a decision-making process to determine safe ways to use technology.</p> <p>6A I can monitor progress toward a personal health goal.</p> <p>6B I can use technology safely.</p> <p>7A I can engage in behaviors that promote healthy growth and development.</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Resources from Kidshealth.org - Staying Healthy - Going to the Audiologist Hearing Impairment: Advice From Kristin Perforated Eardrum When Can I Get My Ears Pierced? What Is an Ear Infection? Swimmer's Ear Your Ears What's Hearing Loss? Can Loud Music Hurt My Ears? What's Earwax?</p> <p>Resources from Kidshealth.org - Staying Healthy - Your Teeth Taking Care of Your Teeth How Does Fluoride Work? What's a Cavity? Your Tongue Delta Dental Van (Title Schools)</p> <p>Ergonomics: http://www.slideshare.net/katisearcy/ergonomics-2026950 http://www.healthycomputing.com/kids/index.html</p> <p>www.facthound.com (offers a way to find Internet sites related to these books-there is a code in the back of each of the books)</p> <p>http://pbskids.org/itsmylife/index.html</p> <p>Stay Fit: Your Guide to Staying Active BKRM DRA 34 Make Good Choices: Your Guide to Making Healthy Decisions BKRM DRA 44 Stress Less: Your guide to Managing Stress BKRM DRA 44 Eat Right: Your Guide to maintaining a Healthy Diet BKRM DRA 44 KidsHealth.org -</p>
--	---	---	---

Quarter 4
Fifth Grade

Cell Phones	7B I can demonstrate personal responsibility for health habits.		People, Places & Things That Help http://kidshealth.org/kid/feel_better
Gaming Safely	7C I can practice strategies to protect against the harmful effects of the sun.		www.bam.gov
	7D I can use technology safely.		<ul style="list-style-type: none"> • Locate and discuss immunization records at home. • Look at an immunization record
	8A I can develop strategies to encourage and influence others in making healthy choices (i.e., healthy food choices, physical activity, abstaining from alcohol, tobacco and illegal drug use).		KidsHealth.org pbskids.org/itsmylife/index.htm KidsHealth.org www.bam.gov
	8B I can encourage and promote technology safety.		KidsHealth.org - People, Places & Things That Help http://kidshealth.org/kid/feel_better/ Girls on the Run Sioux Falls Parks and Recreation "KidsHealth.org - Staying Healthy http://kidshealth.org/kid/stay_healthy/ " Make Good Choices Bookroom - 4 copies DRA 44 Internet Sites - p.31 Eat Right Bookroom - 4 copies DRA 44 Internet Sites - p.31 Stay Fit Bookroom - 4 copies DRA 34 Internet Sites - p.31 Stress Less Bookroom - 4 copies DRA 44 Internet Sites - p.31 Staying Safe Online (BKRM DRA 40 - 6 copies)

Quarter 4
Fifth Grade

			<p>Safe Social Networking (BKRM DRA 40 - 4 copies)</p> <p>Cyberbullying (BKRM DRA 40 - 4 copies)</p> <p>Cell Phone Safety (BKRM DRA 40 - 4 copies)</p> <p>Gaming Safely (BKRM DRA 40 - 4 copies)</p> <p>Librarian Sioux Falls Police Dept- Safety Program</p>
<p>Assessment</p> <p>Track hours of sleep per night and describe the reasons for age-appropriate needed hours of sleep per night to stay healthy</p> <p>Describe how to prevent sunburns</p> <ul style="list-style-type: none"> -wear sunscreen -appropriate clothing -UV rays <p>Describe how hearing damage occurs and ways to protect against it</p> <p>Identify why it is important to brush and floss your teeth</p> <p>Students demonstrate correct posture when using chromebooks/computers</p> <p>Students understand the effect of a backpack being too heavy</p> <p>Identify internal and external influences that affect personal health practices.</p> <p>Demonstrate the decision-making process to make healthy choices</p> <p>Explain how viruses and bacteria affect the immune system</p> <p>Describe what to do in emergency situations</p> <p>Locate and evaluate health services in the community</p> <p>Encourage and influence others in making healthy choices</p> <p>Encourage and promote safe use of technology.</p> <p>HEALTH RUBRIC</p>			

The following health topics/lessons may be integrated throughout the school year and reinforced in the classroom as necessary.

(NOTE: These are topics that will be addressed throughout the school year.)

<u>Learning Objective</u>	<u>Standards</u>	<u>Integrating</u>	<u>Resources</u>
Decision Making Physical Activity		<p>RIT.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RIT.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RIT.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RIT.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RIT.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Make Good Choices Bookroom - 4 copies DRA 44 Internet Sites - p.31 Speed - Get Quick! BKRM Stamina - Get Stronger and Play Longer! BKRM Stay Fit (BKRM DRA 34) 2 copies Strength - Build Muscles and Climb High! BKRM Morning Meetings Olweis Bullying Program</p> <p>http://www.sanfordhealth.org/HealthInformation/ChildrensHealth/aboutfit</p>
<p>Assessment</p> <p>Teacher observational notes-use at own discretion</p>			

6th Grade Scope and Sequence (40 days)
Implemented 2014-15
Teacher Information: [McGraw Hill Online Health Textbook](#)

Introduction/Get to know/Rules and Procedures (2 Days)

Day 1-2

- Introduction
- Get to know you activities
- Rules and Classroom Procedures
- ConnectEd Scavenger Hunt

Dimensions of Health and Health Skills (3 Days)

Day 1 - Glencoe Online - Chapter 1

- Lesson 1 - Your Total Health
- Enrichment Activity from ConnectED - Bumper Sticker
- 3D Personal Health Triangle:
<https://www.youtube.com/watch?v=i14QuN6m59I&index=20&list=PLe4YvJFrKAe78HviFvZK-zEM2tsefOsP4>

Day 2 - Glencoe Online - Chapter 1

- Lesson 2 - What Affects Your Health

Day 3 - Glencoe Online - Chapter 1

- Lesson 3 - Health Risks and Your Behavior

CPR/First Aid (10 Days)

Day 1-4 : Hands Only CPR

- Hands Only CPR - see checklist for steps
- AED usage and location
- Hands Only CPR practice
- Child and Infant CPR
- Hands Only CPR practical assessment

RESOURCES:

Glencoe Online - Chapter 27 / Lesson 2 - CPR

American Heart Association DVD

[American Heart Association Website](#)

Google Presentation:

Be The Beat video (2:47): <https://www.youtube.com/watch?v=GMjXrFig7M4>

Day 5 : Hands On Skills Test

Students complete Performance Task 1 while skills testing

Performance Task 1

Skills Test Checklist

Day 6-7: First Aid

- Glencoe Online - Chapter 27 / Lesson 1 - Providing First Aid

Day 8

Glencoe Online - Chapter 27

- Lesson 2 - First Aid for Shock and Choking
- Glencoe Presentation:

Day 9

Glencoe Online - Chapter 27

- Lesson 3 - Responding to common emergencies
- Glencoe Presentatoin:

Day 10 - Assessment

Additional Resources:

Heckling Fan - <http://goo.gl/0iLFQw>

Bee Gees <http://goo.gl/JKsfTY>

Be the beat RAP -<http://goo.gl/JoJEoD>

Alcohol, Tobacco, and Other Drugs (12-13 Days)

Day 1- Glencoe Online - Chapter 2 (Lesson focus 1: Refusal skills 2:self management skills)

- Lesson 1 - Building Healthy Skills -
- Glencoe Presentation

Day 2 - Glencoe Online - Chapter 22 (Lesson focus 1: Refusal skills 2:self management skills)

- Lesson 4 - Living Drug Free
- Glencoe Presentation

Day 3 - Glencoe Online - Chapter 20

- Lesson 1 - The Health Risks of Tobacco Use

Day 4 - Glencoe Online - Chapter 20

- Lesson 2 - Choosing to Live Tobacco Free
- Lesson 3 - Promoting a smoke free environment

Day 5 - DVD: Gross Out Tobacco

Day 6 - Inhalants

- <http://teens.drugabuse.gov/drug-facts>
- <http://teens.drugabuse.gov/educators/curricula-and-lesson-plans/mind-over-matter/inhalants>
-

Day 7 - Alcohol Introduction

- http://kidshealth.org/kid/stay_healthy/body/alcohol.html#
- Alcohol Presentation

Day 8 - Glencoe Online - Chapter 19

- Lesson 2 - Using Medicine Safely
- Prescription Drug Abuse
- <http://teens.drugabuse.gov/drug-facts/prescription-drugs>

Day 9 - Speaker (Optional)

- Resource Officer
- Drug and Alcohol Counselor
- Other options

Additional Resources:

Glencoe Online

DVD: Everything You Need to Know About Substance Abuse in 22 Minutes

(Prescription drugs information) - <http://www.neahin.org/assets/pdfs/rx-for-understanding/rx-for-understanding.pdf>

http://teens.drugabuse.gov/sites/default/files/PEERx_EducatorsGuide.pdf

<http://teens.drugabuse.gov/sites/default/files/PEERxEducatorsGuideAppendix.pdf>

Reproductive Health (10 days)

District Definition of Abstinence:

Choosing not to be sexually active. Sexual activity includes any genital contact.

Day 1 - Glencoe Online - Chapter 6

- Lesson 3 - Communicating Effectively
- Glencoe Presentation

Day 2 - Glencoe Online - Chapter 8

- Lesson 1 - Safe and Healthy Friendships
- Glencoe Presentation

Day 3 - Glencoe Online - Chapter 7

- Lesson 3 - Help for Families
- Video on Glencoe
- Glencoe Presentation

Day 4- Glencoe Online - Chapter 18

- Lesson 1 - Changes during adolescence
- Glencoe Presentation

Day 5- Glencoe Online - Chapter 16

- Lesson 2 - Male Reproductive System
- Glencoe Presentation

Day 6- Glencoe Online - Chapter 16

- Lesson 3 - Female Reproductive System
- Glencoe Presentation

Day 7 - Split into Gender alike groups

Day 8 - DVD: You, Your Body, and Puberty

Day 9 - Glencoe Online - Chapter 8

- Lesson 3 - Practicing Abstinence
- Video on Glencoe
- Glencoe Presentation

Day 10 - Assessment

Additional Resources:

Glencoe Online

HRM dvd: You, Your Body, and Puberty

**Sioux Falls School District
7th Grade Health Curriculum
Implemented 2014-15**

Teacher Information: [McGraw Hill Online Health Textbook](#)

7th Grade

Nutrition (13 Days)

Day 1 - Glencoe Online - Chapter 10 Nutrition for Health

- Lesson 1 - The Importance of Nutrition

Day 2 - Glencoe Online - Chapter 10 Nutrition for Health

- Lesson 2 - Nutrients

Day 3 - Nutrients collage

Day 4 - Glencoe Online - Chapter 10 Nutrition for Health

- Lesson 3 - Healthy Food Guidelines

Day 5 - Glencoe Online - Chapter 10 Nutrition for Health

- Lesson 4 - Nutrition Labels and Food Safety
- Food Label Analysis

Day 6-8 - Fed Up! (DVD)

*Discussion questions

- FED UP - obesity maps

Day 9 & 10 - **PERFORMANCE TASK 1**

Fast Food Activity - What is Really in Fast Food Meals and Better Fast Food Meals

Writing Task:

Day 11 - Glencoe Online - Chapter 11 Managing Weight and Eating Behaviors

- Lesson 2 - Eating Disorders and Body Image

Day 12 - DVD: Eating Disorders: Understanding Anorexia and Bulimia

Activities from DVD binder

Additional Lesson:

Glencoe Online - Chapter 11 Managing Weight and Eating Behaviors

- Lesson 3 - Lifelong Nutrition

Additional Resources:

<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm275409.htm> (Nutrition Labels Info)

Health.com 16 Most Misleading Food Label Claims <http://www.health.com/health/gallery/0,,20599288,00.html>

Physical Activity (5-6 Days)

Day 1 Discovery Health: Inside Look: Heart Attack video (risk factors)

- also available on YouTube

Day 2 & 3 - Glencoe Online - Chapter 12 Physical Activity and Fitness

- Lesson 1 - Benefits of Physical Activity
 - physical, mental/emotional, social benefits of physical activity chart
 - Reading strategies worksheet
- Risks of being inactive
- Making time for physical activity

Assessment: Write a PSA

Day 4 - Glencoe Online - Chapter 12 Physical Activity and Fitness

- Lesson 2- Improving Your Fitness

Day 5 - Glencoe Online - Chapter 12 Physical Activity and Fitness

- Lesson 3 - Planning a Personal Activity Program
Glencoe Online - Chapter 11 Managing Weight and Eating Behaviors
- Lesson 1 - Maintaining a Healthy Weight

Day 6 - Physical Activity Lab (create your own)

Calorie Burning Activity

CPR (1 day)

CPR Review

Drugs (5 days)

Day 1 - Glencoe Online - Chapter 21 Alcohol

- Lesson 1: The Health Risks of Alcohol Use

Day 2 -DVD: Targeted! How Tobacco and Alcohol Companies Try to Get You Hooked
Additional activities in DVD binder

Day 3 - Glencoe Online- Chapter 22 Illegal Drugs

- Lesson 1: The Health Risks of Drug Use

Day 4 - Glencoe Online - Chapter 22 Illegal Drugs

- Lesson 2: Marijuana Inhalants and Anabolic Steroids (focus on **marijuana** omit inhalants, steroids)

Day 5 - An extra day to use as needed for drugs.

Additional Resources:

-Glencoe Online - Chapter 22 Illegal Drugs: Lesson 3 Psychoactive Drugs

-www.teens.drugabuse.gov

-www.thecoolspot.gov

Video: The Truth About Drugs

Resource officer

Suicide Prevention (2 days)

Day 1 & 2

Chapter 5: Lesson 3 Suicide Prevention

Optional Resource: School Counselor visit

Sexual Health (6-8 days)

District Definition of Abstinence:

Choosing not to be sexually active. Sexual activity includes any genital contact.

Unit Note Sheet

Day 1 - Glencoe Online- Chapter HS 1 Sexuality and You

- Lesson 3: Adolescence: A Time of Change
Glencoe Online - Chapter HS 3 The Reproductive System
- Lesson 3: Hormones and Sexual Feelings

Day 2 -Glencoe Online- Chapter 8 Peer Relationships

- Lesson 3: Practicing Abstinence

Day 3 - Glencoe Online - Chapter HS 3 The Reproductive System

- Lesson 1: The Male Reproductive System
- Lesson 2: The Female Reproductive System

Additional Resource: Straight Talk About Sexual Choices and Consequences

Day 4 - Glencoe Online - Chapter HS 5 Pregnancy and Childbirth

- Lesson 1: Prenatal Development

Day 5 - Glencoe Online - Chapter HS 5 Pregnancy and Childbirth

- Lesson 3: Childbirth

Day 6 - Glencoe Online- Chapter 24 Sexually Transmitted Diseases and HIV/AIDS

- Lesson 3: HIV and AIDS
- Lesson 4: Preventing and Treating HIV and AIDS
- HRM DVD: Understanding HIV and AIDS (17min)

Day 7 - Assessment

8th Grade Health

Implemented 2014-15

Teacher Information: [McGraw Hill Online Health Textbook](#)

Day 1 & 2: Intro/rules/procedures/Get to know you etc...

Hands Only CPR Review (1 day)

Stress

Day 3

Glencoe Online - Chapter 4: Managing Stress and Coping with Loss

Lesson 1: Understanding Stress

Glencoe Presentations Chapter 4 lesson 1

Day 4

Glencoe Online - Chapter 4: Managing Stress and Coping with Loss

Lesson 2: Managing stress

Glencoe Presentation Chapter 4 lesson 2

Day 5

Glencoe Online - Chapter 4 : Managing Stress and Coping with Loss

Lesson 3: Coping with Grief and loss

Day 6

Stress Management Tools - Practice Deep Breathing, Progressive Muscle Relaxation, and Guided Imagery and Explore individual stress management tools.

OR Crowne Plaza Sleep Advantage

<http://www.youtube.com/watch?v=cFFCHE-E4-A&list=PL2B188DA9D41C1141> (deep breathing/progressive muscle relaxation)

<http://www.youtube.com>

</watch?v=smzg-E6gBYc&list=PL2B188DA9D41C1141> (guided imagery)

Assessment Task 1: Managing My Stress

Day 7

HRM DVD: Am I Normal? (20 min) and discussion

Day 8- The following are two activities from the HRM “Am I normal” video.

Activity “Rewind it”

Activity from HRM “Design A stress-buster room for school” Takes 2 days

What is in your bucket? 1 day activity

Depression

Day 9

Teen depression article and questions (What is Depression)

What is Depression: http://kidshealth.org/teen/your_mind/feeling_sad/depression.html#

Questions for article:

Why do People get Depressed:

http://kidshealth.org/teen/your_mind/mental_health/why_depressed.html?tracking=T_RelatedArticle#

http://kidshealth.org/teen/your_mind/mental_health/why_depressed.html?tracking=T_RelatedArticle# Optional Activity:

<http://pbskids.org/itsmylife/quiz/depression.html>

http://pbskids.org/itsmylife/emotions/depression/print_activities.html

Day 10

Glencoe Online - Chapter 5: Mental and Emotional Problems

Lesson 1: Dealing with Anxiety and Depression

Glencoe presentation for Chapter 5 lesson 1:

Day 11

HRM DVD-**Teen Depression**

Group Activity - "What Could You Do?"

Day 12

Class discussion on video/article or have counselor lead discussion

Depression PP: Use for discussion if necessary.

Day 13

Glencoe Online - Chapter 5: Mental and Emotional Problems

Lesson 2: Mental Disorders

Glencoe Presentation: Mental Disorders

Days 14-17

Assessment Task 2 -Expository Mental Health Research Project

Life line Curriculum: (4 days)**Day 18**

Lifelines Session 1 (part 1-4) pages 90-100

Materials needed: True and False facts sheet.

PP to use for the True and False Fact quiz.

Day 19

Lifelines Session 2 (pages 101-107) “How Do I Help a Friend?”

Material needed:

“A Teens Guide to Suicide Prevention” DVD (20 min)

3 step prevention sheet

Warning Signs of Suicide / FACTS sheet

A Teens Guide to Suicide Prevention Discussion Guidelines (chart)

Day 20

Lifelines Session 3 (pages 109-117) “Where Can I Go to Get Help?” DVD/discussion

OR

Lifelines Session 4 (pages 119-126) “How Can I Use What I’ve Learned?” Role Plays

Role Play Discussion

Role Play PP

Create a HELP CARD (3 key points for showing you care and 3 people who you would turn to for help and 3 adults in our building on a business card)

Day 21 - Optional Assessments

- * Short edmodo quiz on suicidal behaviors and preventions steps.
- * Assess role plays
- * Fictional story about a suicide intervention using the 3 steps
- * Exit slip

Day 22 OPTIONAL: Review and practice stress reduction strategies

Sexual Health

District definition- Choosing not to be sexually active. Sexual activity includes any type of genital contact.

Study Guide / Lesson Review questions

Day 1

- * **Glencoe Online - Ch 8: Peer Relationships**
Lesson 2: *Peer Pressure and Refusal Skills*
Glencoe Presentation Chapter 8 lesson 2:

Day 2

- * **Glencoe Online - HS 2: Relationships and Choosing Abstinence**
Lesson 1: *Relationship and Communication*

Relationship Clips

Day 3

- * **Glencoe Online - HS 2: Relationships and Choosing Abstinence**
Lesson 2: *Decisions About Sexual Relationships*
(possible media discussion for this lesson)
- * **Glencoe Online - Ch 8: Peer Relationships**
Lesson 3: *Practicing Abstinence - REVIEW lesson from 6th and 7th*

Day 4 Intro Activity: What You Want in a Date?

Day 5

- * **Glencoe Online - HS 6: Issues of Sexuality**
Lesson 3: *Sexual Abuse and Violence*
- * **Glencoe Online - Ch 9: Resolving Conflicts and Preventing Violence**
Lesson 4: *Preventing and Overcoming Abuse*
Glencoe Presentation Ch9 Lesson 4

Exit strategy activity

Day 6 - Children's Home Society- Dating and Violence-

Day 7 HRM DVD: Alcohol & Sex
Follow up activity from DVD resources

Day 8 Gross Out Alcohol DVD
Discussion / activities

Day 9

- * **Glencoe Online - Ch 21: Alcohol**

Lesson 2 - Choosing to Live Alcohol Free

Lesson 3 - The Impact of Alcohol Abuse

Glencoe Presentation Chapter 21 lesson 2

Glencoe Presentation Chapter 21 lesson 3

Day 10

*** Glencoe Online - HS 4: Marriage and Parenthood**

Lesson 2 - Becoming a Parent

<https://www.youtube.com/watch?v=tEr0yarax0g> - 5 minute video clip from National Campaign

<http://thenationalcampaign.org/data/landing> State / National data

Teen Pregnancy Data

Day 11

Glencoe Resource video—Hands on Health—How Much Does a Baby Cost? (for lesson ideas) **THIS IS FOR THE TEACHER USE ONLY!!** Click on the resource button in ConnectEd and search “how much does a baby cost”

Performance Task: Oh Baby Let’s Go Shopping!

Link for Crying baby sounds for added effect for this assignment.

<http://www.youtube.com/watch?v=OCJq4re2d-0>

Assessment Option

Day 12

***Glencoe Online - HS 6: Issues of Sexuality**

Lessons 1 Contraception

Glencoe Resource video (Sperm Bank Video)

Click on the resource button and search “Sperm Bank Video”

Contraception Presentation

Day 13

***Glencoe Online - HS 7: Sexually transmitted diseases**

Lesson 1 Common Sexually Transmitted Diseases

Lesson 2 Other Sexually Transmitted Diseases

(additional information **Ch 24** sexually transmitted diseases lesson 1, 2)

STD index card activity

Day 14

Guest Speakers

-Sanford Downtown Health -Sexually Transmitted Diseases-

Day 15

***Glencoe Online - HS 8: HIV and AIDS**

Lesson 1 *What is HIV/AIDS?*

Lesson 2 *HIV/AIDS Testing and Treatment*

Day 16

Assessment

Additional Resources:

***DVD: The Truth About Drinking**

***DVD: Gross Out Alcohol**

SIoux FALLS SCHOOL DISTRICT

HEALTH AND WELLNESS

FEBRUARY 2014

COURSE DESCRIPTION:

This course promotes behaviors that contribute to healthy lifestyle and improved quality of life for all students. The course aligns to South Dakota Health Education Standards. The areas of physical, mental and social health are included with specific units in body systems, nutrition, fitness/wellness, sexual health, drugs and alcohol, mental health, self care and personal safety.

Pacing GUIDE:

1ST SEMESTER

STANDARDS:

STANDARD 1 -STUDENTS WILL COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION TO ENHANCE HEALTH.

STANDARD 2 - STUDENTS WILL ANALYZE THE INFLUENCE OF FAMILY, PEERS, CULTURE, MEDIA, TECHNOLOGY, AND OTHER FACTORS ON HEALTH BEHAVIORS

STANDARD 3 - STUDENTS WILL DEMONSTRATE THE ABILITY TO ACCESS VALID INFORMATION AND PRODUCTS AND SERVICES TO ENHANCE HEALTH.

STANDARD 4- STUDENTS WILL DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH AND AVOID OR REDUCE HEALTH RISKS.

STANDARD 5- STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION-MAKING SKILLS TO ENHANCE HEALTH.

STANDARD 6- STUDENTS WILL DEMONSTRATE THE ABILITY TO USE GOAL-SETTING SKILLS TO ENHANCE HEALTH.

STANDARD 7- STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND AVOID OR REDUCE HEALTH RISKS.

STANDARD 8- STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH RISKS.

Communication Skills (2 Weeks)

- Goal Setting
- Decision Making
- Stages of Change
- Refusal Skills

Physical Health (3 Weeks)

- Components of Physical Health
- Fitness Testing
- Target Heart Rate, BMI (Body Composition)
- Injuries
- CPR

Nutrition (4 Weeks)

- Basic Nutrients
- Food Safety
- Diet Analysis
- Food Labels
- My Plate

Emotional Health (1 Week)

- Stress Management
- Eating Disorders
- Mental Illnesses

Drugs/Alcohol (3 Weeks)

- Tobacco Review
- Alcohol
 - Binge Drinking
 - Drinking and Driving
- Prescription Drugs
- Refusal Skills
- Decision Making

Sexual Education (3 Weeks)

- Anatomy
- Abstinence
- Sexual Transmitted Infections
- Dating
- Child Birth
-